



## Nevitt Forest Community School of Innovation

1401 Bolt Drive

Anderson, SC 29621

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	483 Students	
<b>Principal</b>	David Pressley	864-260-5190
<b>Superintendent</b>	Betty Bagley	864-260-5000
<b>Board Chair</b>	Rick Bradshaw	864-224-5502

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Good
2011	Average	Good
2010	Average	Good
2009	Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

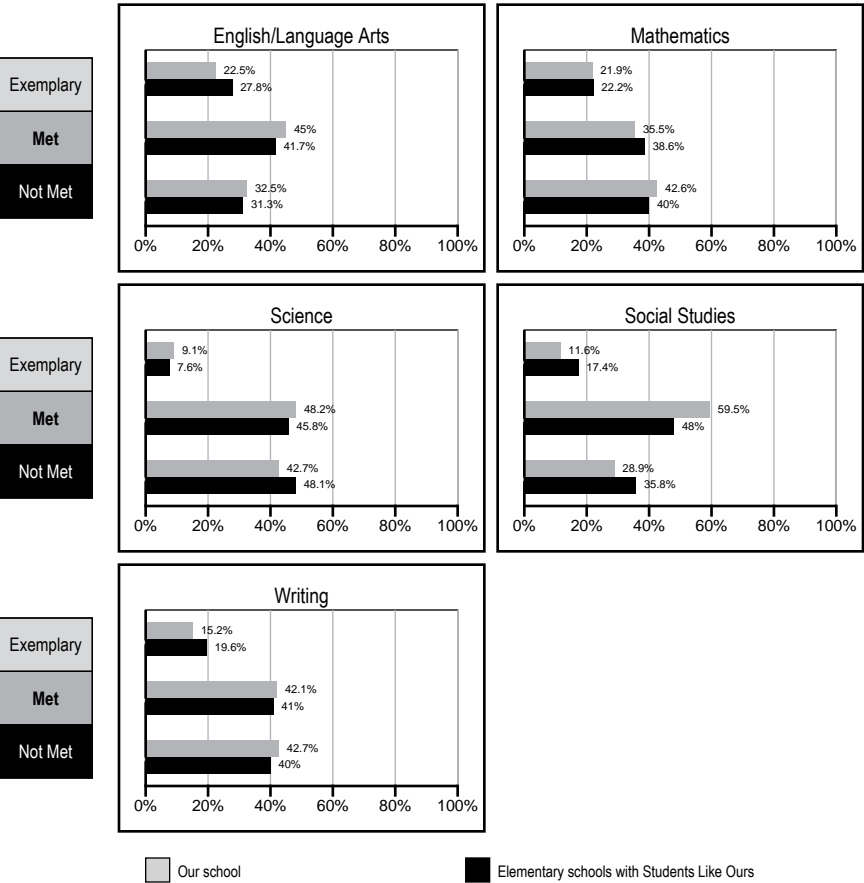
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	11	90	43	15

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=483)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	1.1%	0.9%
Attendance rate	94.8%	Down from 95.3%	95.9%	96.3%
Served by gifted and talented program	2.8%	N/A	2.6%	7.2%
With disabilities	10.6%	N/A	13.4%	12.4%
Older than usual for grade	3.0%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.9%	Up from 0.5%	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	40.0%	Down from 59.5%	60.0%	62.5%
Continuing contract teachers	52.5%	Down from 83.8%	75.0%	83.3%
Teachers returning from previous year	76.3%	Down from 85.2%	84.6%	88.3%
Teacher attendance rate	96.3%	N/R	94.9%	95.0%
Average teacher salary*	\$42,543	Down 1.9%	\$46,154	\$48,193
Professional development days/teacher	1.0 days	Up from 0.3 days	10.4 days	11.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 5.0	3.3	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 15.5 to 1	17.8 to 1	20.1 to 1
Prime instructional time	90.8%	N/R	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Up from 75.0%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,546	Up 14.9%	\$8,301	\$7,364
Percent of expenditures for instruction**	67.0%	Up from 65.2%	66.0%	68.0%
Percent of expenditures for teacher salaries**	64.0%	Up from 63.5%	64.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Nevitt Forest Community School of Innovation is a diverse neighborhood school situated within a short distance from local businesses in downtown Anderson. Our learning environment ranges from an extended before and after school program to an all day school for children in kindergarten through 5th grade. Nevitt Forest receives funds through Title I and a 21st Century grant, as well as other federal and state programs, to provide additional reading and math assistance to students. We maintain high standards of instruction by hiring highly qualified teachers. Our school has been designated a 2010-2013 Exemplary Writing School by the state department of education, designated a Silver Flag recipient and received the highest rating (Substantially Exceeds Expectations) provided by the ESEA Federal Accountability System among other awards.

Since its inception, additions and renovations have been made to accommodate the growing needs of the community and the school. Today Nevitt Forest houses state of the art technology in all classrooms and labs to enhance learning and prepare our students to compete in an ever changing, technologically advanced global society. Students and faculty are able to enhance teaching and learning through the use of a new iMac desktop computer lab and a MacBook mobile lab. Each classroom is equipped with a Smart Board, ELMO, and LCD projector. Teachers and students have access to iPads, iPads, and Smart Response Kits for educational enrichment and extended learning opportunities.

The faculty and staff are committed to providing students with the tools they will need for successful school and real world applications. Quality instruction, continuous staff development, continuous technology upgrades, science inquiry and enrichment training, and math investigations provide students with access to core knowledge and information needed to be competitive. Through the use of innovative teaching strategies and best practices for implementing standards-based instruction, our teachers ensure that students at Nevitt Forest have the opportunity to build a foundation that will prepare them for life beyond the school experience. Teachers work to ensure instruction is rigorous and that they are meeting the needs of all students.

Our commitment to the whole child and the community we serve is evident as we plan various ways for increased parental involvement in the school experience. The strong home/school relationship is essential for the success of our students. PTO programs focus on Literacy, Science, Math, and community support events.

The Nevitt Forest Community School of Innovation family is proud of how far we have come and the plans we have for an even brighter future. We realize that the success of our students will depend on the quality of their educational and social experience. We are extremely excited about the opportunities the new school year will bring and look forward to working with our students and parents to provide a foundation that will continue to serve as the genesis of a life changing experience.

David E. Pressley, Principal

Crystal Simpkins, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	45	26
Percent satisfied with learning environment	73.9%	86.7%	80.8%
Percent satisfied with social and physical environment	86.9%	77.8%	73.1%
Percent satisfied with school-home relations	8.7%	97.8%	83.3%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	49.1
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Nevitt Forest Community School of Innovation school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	638.8	628.4	602.1	624.3	100.0	100.0
Male	625.5	625.2	603.2	618.9	100.0	100.0
Female	649.6	631.0	601.3	628.7	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	635.2	625.2	599.8	623.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	637.1	625.7	599.1	624.3	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	68	100	27.9	39.3	32.8	72.1
	4	52	100	29.2	37.5	33.3	70.8
	5	63	100	33.3	48.3	18.3	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	67	100	29.5	37.7	32.8	70.5
	4	65	100	33.9	50	16.1	66.1
	5	50	100	34.8	47.8	17.4	65.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	68	100	42.6	37.7	19.7	57.4
	4	52	100	29.2	27.1	43.8	70.8
	5	63	100	16.7	46.7	36.7	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	67	100	52.5	26.2	21.3	47.5
	4	65	100	40.3	41.9	17.7	59.7
	5	50	100	32.6	39.1	28.3	67.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	35	100	60	33.3	6.7	40
	4	52	100	22.9	70.8	6.3	77.1
	5	33	100	28.1	56.3	15.6	71.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	31	100	44.4	44.4	11.1	55.6
	4	65	100	46.8	48.4	4.8	53.2
	5	24	100	28.6	52.4	19	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	33	100	48.4	35.5	16.1	51.6
	4	52	100	12.5	66.7	20.8	87.5
	5	30	100	35.7	39.3	25	64.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	36	100	29.4	55.9	14.7	70.6
	4	65	100	21	66.1	12.9	79
	5	26	100	48	48	4	52
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	64	100	34.4	42.6	23	65.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	69	100	49.2	33.3	17.5	50.8
	4	64	100	38.7	48.4	12.9	61.3
	5	50	100	39.1	45.7	15.2	60.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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